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ABSTRACT

This curriculum guide provides materials for a six-session, site-specific training course in customer service and team problem solving for the Claretian Medical Center. The course outline is followed the six lesson plans. Components of each lesson plan include a list of objectives, an outline of activities and discussion topics for the lesson, homework, and any handouts or worksheets. Session topics are as follows: (1) customer service versus customer satisfaction, good versus poor customer satisfaction, personal and organizational benefits from customer satisfaction, Claretian case studies, and job behaviors; (2) good versus poor attributes of customer service, positive and negative outcomes of Claretian case studies, dealing with difficult people, taking things professionally versus personally, and burnout; (3) internal versus external customer service, team problem solving, conflict management styles, and brainstorming and problem solving; (4) upset versus difficult people, reasons customers get upset, and calming upset customers; (5) words/statements that make a difference, effective techniques when working with difficult customers, and telephone techniques that foster customer satisfaction; and (6) suggestions for organizational change and self reflection and evaluation of training outcomes. Appendixes include sources for optional activities, 10 references, and handouts. (YLB)

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ED 425 296

The Worker Education Program
Chicago Teachers' Center of Northeastern Illinois University,
the Union of Needletrades, Industrial & Textile Employees,
and Claretian Medical Center

Customer Service & Team Problem Solving

Sabrina Budasi Martin
with contributions from Florence Estes
1996

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Claretian Medical Center
Customer Service & Team Problem Solving
1996

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Session Topics

Session 1

- Expectations of Training
- Customer Service vs. Customer Satisfaction
- Good vs. Poor Customer Service
- Personal & Organizational Benefits from Customer Satisfaction
- Claretian Case Studies
- Job Behaviors

Session 2

- Good vs. Poor Attributes of Customer Service
- Positive & Negative Outcomes of Claretian Case Studies
- Dealing with Difficult People
- Taking Things Professionally vs. Personally
- Burnout

Session 3

- Internal vs. External Customer Service
- Team Problem Solving
- Conflict Management Styles
- Brainstorming & Problem Solving

Session 4

- Upset vs. Difficult People
- Reasons Customers Get Upset
- Calming Upset Customers

Session 5

- Words/Statements That Make a Difference
- Effective Techniques When Working with Difficult Customers
- Telephone Techniques That Foster Customer Satisfaction

Session 6

- Suggestions for Organizational Change
- Self-Reflection and Evaluation of Training Outcomes

Claretian Medical Center
Customer Service & Team Problem Solving

Session One

Objectives:

1. List expectations of customer service training as identified by its participants.
2. Define customer service and customer satisfactions, distinguishing the difference between the two.
3. Define the differences between good and poor customer service.
4. Identify personal and organizational benefits from customer satisfaction.
5. Prepare customer service/satisfaction case studies based on participants experiences.
6. Select and Interpret how job behaviors (i.e. appearance, body language...) affect customer satisfaction.

1. Introductions

Introduce self and ask group to introduce themselves by:
Turning to the person next to them in which they tell the other person their name, job at the medical center and one memorable or notable thing about themselves (nickname, favorite song...anything that is fun). Then ask each person to introduce the other person to the group. (10 min)

2. Expectations

Ask participants to discuss their expectations for this course.
Record on flip chart and save for later use. (10 min)

3. Customer service vs. Customer Satisfaction

Point out that we are all customers and that everyone in this room are customers for this course. Ask participants if they see a difference between customer service and customer satisfaction. Record responses.

Point out that customer service is defined by the employee, the provider of the service & customer satisfaction is defined by the customer, how well there situation was handled. (i.e. Waiters don't tell us we had a great meal. The quality of the meal is defined by the customer, not the provider. The same applied to health care). (10 min)

4. Good vs. Poor Customer Service

In pairs, have learners discuss their own experiences with good vs. poor customer service. Ask them to think in terms of whether or not they were satisfied or not after an encounter. Then ask them to determine whether it had to do with organizational policies or the individual. Report back to group. (15 min)

5. Personal vs. Organizational Benefits (handout)

Referring to handout, ask to brainstorm how each "benefit" could be accomplished. Record on flip chart to be recorded and handed out to participants later. (15 min)

6. Case Studies (worksheet)

Ask participants to get into pairs or groups of three and take notes on some negative and positive customer service experiences at the medical center. Report back as a group. Collect worksheets. (30 min)

7. Job behaviors that Affect Customer Satisfaction

Ask participants "What aspects of employee behavior contribute to or detract from customer satisfaction?" What aspects of an individual attract you to their services? What turns you off? Record on flip chart.

Using case studies developed in previous activity, ask learners to use list in relation to case studies.

8. Homework

Ask participants to reflect on areas in which they, individually contribute to customer satisfaction and other areas in which they could improve.

Personal vs. Organizational Benefits from Customer Satisfaction

Your Personal Benefits

1. **Less Stress**

   Learn to constructively deal with stress, reduce your feelings of stress.

2. **Getting More Done with Fewer People**

   Streamline work to get the job done to handle customers more effectively. Trim unnecessary aspects from your job. Promote and encourage cooperation

3. **More Satisfaction**

   Attract and keep productive people. Make work meaningful. Look at how your job benefits your customer.

Your Organizational Benefits

1. **Key to Survival & Success: Improved Productivity**

   The customer always comes first. Organizations who satisfy customers survive.

2. **Motivated Teamwork**

   Satisfied customers provide a natural stimulus for needed motivation and teamwork.

3. **Getting the Most for Your Money**

   Customer satisfaction promotes cost effectiveness.

Claretian Customer Service Case Studies

Think about both positive & negative examples of customer service. Examples should not only include "problem" or "pleasant" customers, but also employees who provide good vs. poor customer service within your organization, (no real names please). Now, consider the following questions.

1. When did this positive/negative incident occur?

2. Who was involved?

3. What happened? Include what was said and what steps were taken to deal with the situation.

4. How satisfied was the customer? How did you know?

Claretian Medical Center
Customer Service & Team Problem Solving

Session 2

Objectives

1. Analyze Claretian Case Studies in terms of good vs. poor customer service standards.

2. Analyze generic case study in terms of customer service "errors".

3. Identify and apply the following concepts to their own situation:
   a) Dealing with Difficult People
   b) taking things Professionally rather than Personally
   c) Burnout: Signals and Preventions

1. Attendance

Ask participants to fill out Learner Enrollment forms and take attendance. Ask if anyone has any questions so far about the training. (10 min.)

2. Review from Last Week

Did people think of areas of customer service they are good at; areas they could improve in? Pass out "Good and Poor" attributes of customer service. (15 min.)

3. Case Studies

Compare each incident with list of "Good and Poor" attributes.
Discuss the root of the problem on each one:

- customer service can be "external" or "internal" (stress interdependence)
- communication breakdown (breakdown on teamwork)
- one person feels bad because a co-worker didn't handle her/his job, (again stress interdependence)

Or, in the case of a positive outcome, what went right?
- positive teamwork
-seeing customer as individual, not on in a herd
- problem solving skills
- acting in a timely fashion, not procrastinating) (25 min.)

4. Conclusions

Mark "I" on those where "internal" customer service in affected.

- When people are allowed to do their jobs without glitches, the customer is satisfied.
- When customers feel they are treated as special individuals, they feel happy even when there was some conflict in the beginning.
- When co-workers have positive team-work oriented attitudes, it ultimately has positive affect on customer service.
- Distrust among co-workers ultimately has a negative affect on customer service.
- Communication breakdowns within the organization affect all persons (all co-workers and patients). (20 min.)

5. Dealing with Difficult People: Let's Examine Your Level of Frustration

Do assessment, page 10-11 of Customer Satisfaction. Discuss each one. (15 min.)

6. Taking it Professionally, not Personally

Do assessment of situation where you have taken something personally. What are some clues you are not taking things professionally? (20 min.)

7. Burnout: Definitions/Signs/Prevention

a) Exercise daily. What are barriers to exercising? Why is it important? Share stories.
b) Take care of your own needs without devaluing yourself, others or your work. Discuss what this means.
c) Write down measurable targets.
d) Say what you feel directly and skillfully. Review some assertiveness principles from Interpersonal class.
e) Do positive things for your spirit (your motivation) - at work, at home. Discuss and share ideas. (25 min.)

Claretian Medical Center
Customer Service & Team Problem Solving

Session 3

Objectives

1. Link "internal" relations with "external" customer Service.
2. Discuss the importance of team problem solving as an essential component of "internal" customer service.
3. Analyze the differences among various conflict management styles.
4. Identify and practice the process of brainstorming and problem solving.

1. Review from last Week

Remind class that the case study analysis of Claretian customer service scenarios showed that many problems with customer satisfaction reflected breakdowns in "internal" processes. (10 min.)

2 Links in the Chain

Discuss the following model of "internal" and "external" customer service and the interdependence between the two. Relate to case studies discussed the previous session. (10 min.)

Claretian Medical Center

Burnout Prevention — **Team Problem Solving**

INTERNAL

Vendor----------EXTERNAL----------Patient

3. Team Problem Solving

Discuss team problem solving as a skill that helps keep "internal" customer service on track. Explain PPOPNOP (Put pressure on problems, not on people). (15 min.)

4. Conflict Management Styles (Handout)

Discuss the Conflict Management Styles on handout. Ask participants if is possible for one individual to float between more than one style. If so, they should think of different situations in which each style would be appropriate... (15 min.)

5. Team Brainstorming for Problem Solving (Handout)

With handout, review points of brainstorming in the problem solving process emphasizing:
a) Focus question
b) All parties brainstorming ideas
c) No evaluation, editing or criticizing until all solutions are out. Promote creativity! (15 min.)

6. Arm Wrestling Game

Goal: Get as many points as possible. Arm wrestle for 30 seconds. When participants are finished, record scores. Demonstrate "floppy arm" method with a volunteer cooperatively moving arm back and forth, getting as many points as possible. Use exercise as a springboard for discussing the difference between competitive mode and collaborative mode. (10 min.)

7. If Eggs Could Fly

See pp. 209-211 of Encyclopedia of Games (30 min.)

8. Evaluate team work from previous activity

Discuss process by which teams come to their solutions. Relate to conflict management styles and problem solving process. (15 min.)

Claretian Medical Center
Customer Service & Team Problem Solving

Session 4

Objectives

1. Differentiate between *external* and *internal* customer service.
2. State the difference between people who are *upset* and people who are *difficult*.
3. Identify reasons why it is important to calm upset customers.
4. Prepare a list of reasons customers become upset and actions that can be taken to calm them.
5. Review aspects of communication that affect how customers perceive effective customer service.

1. Warm-up

Look at internal customer service & the *Links in the Chain* from previous class and ask participants if they have applied new problem solving/teamwork skills in the workplace. How and what were the outcomes? If not, ask what would be beneficial to be aware of during the workday (referring to the *Links in the Chain*). (10 min.)

2. External Customer Service

Discussion. What is external C.S.? How does internal C.S. affects external C.S.? How often do you encounter Upset/Difficult customers? What is the difference between Upset & Difficult? Why is it important to calm upset customers?

Brainstorm reasons customers could be upset? Record on flip chart. In pairs, have participants open books to page 13. Assign reasons customers become upset (from flip chart) to each pair and ask them to write actions they could possibly take, (if any). (15 min.)

3. "Upset" vs. "Difficult" Customers

Ask participants to distinguish or define the difference between "upset" vs. "difficult" customers. Record on flip chart. Turn to page 3 of Calming Upset-Customers and do the self-assessment. (10 min.)

4. Calming Upset Customers

Ask why it is important to calm upset customers. What happens if you don't? Based on the various responses, discuss the statistics on page 6 of Calming Upset Customers. (10 min.)

5. Reasons Customers Get Upset

Break into small groups and ask groups to brainstorm (for 5 minutes) reasons customers get upset at Claretian. When time is up, ask each group to report and record on flip chart. When responses are recorded, choose one from list and ask group what actions, if any, could be taken to remedy the situation.

Assign each group at least 3-4 items brainstormed (on flip chart) and ask groups to reconvene and discuss what actions could be taken to remedy each situation. Also ask them to think whether or not there could be an internal remedy. Report as a group and get everyone's feedback.

Refer to page 14-15 of book and compare responses from this activity with the "Avoidable Upsets" listed. Ask participants if they agree the list. (45 min.)

6. Wrap-up

Based on personal experience, what are some "tricks of the trade" participants use when dealing with upset customers that have proven successful. Ask them if language has something to do with calming upset customers, (i.e. listening, body language, choice of words, tone of voice...). Elicit responses, discuss and ask participants to do page 24 for homework.

Claretian Medical Center
Customer Service & Team Problem Solving

Session 5

Objectives

1. Use a variety of statements to:
   a) indicate an active effort to meet customers' needs and to foster customer confidence in the abilities of the company;
   b) avoid the irritation customers feel when they hear requests that imply blame or error on their part;
   c) say "no" in a courteous way, showing interest and suggesting acceptable alternative solutions.

2. Practice using effective approaches and techniques when working with difficult customers and situations in the workplace.

3. Use specific, professional telephone techniques for managing phone calls in order to ensure customer satisfaction.

4. Identify different kinds of calls and an appropriate responses required to deal with each one effectively.

1. Warm Up

Ask participants to open books, Calming Upset Customers to p. 21, "Self-Assessment." If they were unable to do this over the weekend, ask them to do this now. Ask if anyone would like to share one or two responses. (10 min.)

2 Words that Make a Difference

With books closes. Read the pairs of sentences on pp. 25-27 and ask participants to identify #1 or #2 as the sentence that could upset a customer.

Break group into pairs and pass out a blank card & assign each pair one 1 or 2 of the "Watch Your Words" worksheet on pp. 28-31. When finished with the worksheet, they should then write a typical, 2-sentence dialogue they, themselves or other co-workers have been engaged in at Claretian. Allow at least 5 minutes. Collect cards and ask pairs to share their responses from the worksheet with the rest of the class. After responses are shared, read the Claretian dialogues and ask participants to reword responses. (Use author's responses on p. 32-33 as a guide if needed. (20 min.)

3. Techniques to Get More Cooperation (Handout)

Pass out handout " Techniques to Get more Cooperation" and ask participants to briefly review the first page. Answer any questions. Assign new pairs and ask each to replace the statements on the following page using the techniques to get more cooperation in the handout. Share responses. Apply to Claretian. (15 min.)

4. Role Play

Ask for volunteers who would be willing to play an upset or difficult customer typical of Claretian. Give each of them a role play scenario and ask them to briefly leave the room. Mention that they should consult each other outside with any questions or concerns and think of how they will proceed.

Meanwhile, ask for the same number of volunteers to play the Claretian employee. Give them a role play card depicting a certain attitude the employee will take. The rest of the participants will be the silent observer. Ideally, you will have 3 people for role play scenario/group. Once everyone is ready, proceed with role play and allow at least 3-5 minutes. Afterward, pass out observation sheet to "customers" & "employees." Begin discussion by asking customers if they were experienced customer satisfaction. Why or Why not. Ask employees how they felt...and then ask observers to share their points of view.

(30 min.)

6. Telephone Techniques

Pass out "Telephone Quiz" and ask participants to fill out. Quickly review responses and reveal the correct answers. (10 min.)

Brainstorm the differences between face to face and telephone interaction. Record on flip chart. Ask in what ways telephone interaction can be easier or more difficult than communicating face to face. Do they prefer one over the other? Does it depend on the task at hand? 5 min.)

7. Telephone guidelines and Practice

Refer to pp. 44-45 in textbook. Referring to telephone interaction vs. face to face communication differences, discuss how critical ones' pitch and tone of voice is over the phone. Elicit examples from participants' personal experience.

Ask participants to brainstorm some different kinds of calls received at Claretian. Ask for examples of dialogue and typical employee responses. Record on cards for later use. Refer to guidelines and assign new pairs/groups one practice scenario (cut up from book p. 46-48).

Report back as a group and then read aloud or assign cards to groups the kinds of calls received at Claretian and elicit more appropriate responses asking why or why not the responses are promoting customer satisfaction. (20 min.)

8. Wrap-up

If time allows, ask participants to turn to the person next to them and recall one new thing they learned today or one thing that struck them especially helpful in this session... or, ask group what they feel would be most useful for them to focus on during the last session offering them what is already preplanned and some issues brought up in previous sessions. (5 min.)

Techniques to Get More Cooperation

You will get what you want and get more cooperation if you use the following techniques 100 % of the time. These techniques are effective all the time and can be used with both internal and external customers.

1.	Use a warm and cooperative tone of voice	**To reduce irritation**
2.	Use "I will ..."	**To build confidence**
3.	Use "Will you ..."	**To reduce frustration**
4.	Use "You can ..."	**To say "no" courteously**
5.	Give the reason first	**To save time**
6.	Call anyway	**To reduce tension**
7.	Say specifically what you have done or will do	**To show sincere interest**

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Cooperation Techniques Exercise

Instructions: Rewrite the following phrases with the techniques highlighted in bold print.

1. Use "I will ..."

a) "I'll try and get that information for you today, but it may take me longer."

---

b) "I don't know but I can try.'_____

2. Use "Will you..."

a) "I wasn't there when that happened. They should have given you the information."

---

b) "You have to call us before Friday."_____

3. Use "You can..."

a) "We don't have that information. You have to call Central Services."_____

---

b) "There is nothing I can do. You have to talk to my supervisor." _____

---

4. Give the reason first

a) You should have brought in that document. We can't process your request without it."

---

b) "We can't give your new identification number over the phone. We have to mail it to you. We have to protect your account." _____

---

5. Call Anyway

a) How does it waste your time when you wait and don't call with negative news?

---

b) Why do people appreciate knowing negative news rather than not hearing anything?

ROLE PLAY SCENARIOS (optional)

Customer/Patient

Your 5 year old baby is sick. You think he/she has pneumonia. You do not have an appointment and call the clinic to see if you can get your baby in to see the doctor. They are busy and say they will call you back. You wait over an hour, and still haven't heard form a nurse. At this point, you are feeling frustrated, scared and agitated. You call them back and insist on seeing a doctor.

Customer/Patient

You are sick and irritable and you do not have a scheduled appointment. You are at the clinic ten minutes early and the clinic is supposed to open at 8:30. The clinic does not open until 8:45. After entering the clinic, you ask if you can see a doctor because you are so ill. The woman at the desk says she will set you up with the triage nurse. You wait for approximately 30-45 minutes. You approach the desk again to inquire. Keep in mind you are sick, tired, and irritable. Feel free to give the employee a difficult time.

Client/Patient

You are at the clinic for a doctor's appointment. You did not receive prior approval and you are asked to leave payment. You have NO cash on hand or any other means of paying the bill. Your insurance does cover appointments with your doctor and you are very upset.

Client/Patient

You are at the clinic to get a prescription filled. They are unable to fill it at this time because you failed to give 24 hour prior notice. These medication are extremely important to you and basically, you will not leave without that medication!

Claretian Doctor (internal customer)

You have just met with a patient and find out that something extremely important is missing from the patient's medical history. You are a difficult person to work with sometime (although you do not think so)...you are not a very good listener and sometimes very abrasive when you speak with people. you confront the employee who filled or failed to fill out the chart to reprimand him/her and find out what happened.

Claretian Employee

Your job is to fill out patients' charts with their medical history. You always fill out the charts with the information given to you by the patient and/or the doctor. You are approached by a doctor who needs to talk to you about one of her patients. You are calm and want to help the client/patient. Think about all the skills/techniques addressed so far in this customer service class and apply them when dealing with your client/patient.

Claretian Employee

You are calm and want to help the client/patient. Think about all the skills/techniques addressed so far in this customer service class and apply them when dealing with your client/patient.

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Claretian Employee

You are calm and want to help the client/patient. Think about all the skills/techniques addressed so far in this customer service class and apply them when dealing with your client/patient.

Claretian Medical Center
Customer Service & Team Problem Solving

Session 6

Objectives

1. Identify support needed - in terms of resources, information, technology, procedures and systems - from Claretian Medical Center to maximize ability to provide customer satisfaction.

2. Classify suggestions for organizational change into three categories: immediate, mid-range, and long-term goals. (optional)

2. Reflect on learning during the training program and evaluate the training program itself.

1. Review/Warm-up

Ask anyone if they have used any of the techniques learned & practiced during the previous session. Open this session with a short discussion about telephone techniques, and then ask at least 2 groups to participate in the same type of role play from last session (a face to face or telephone dialogue). (30 min.)

2. Organizational Change

Just as we personally can & need to provide customer satisfaction, employees also need support from their organization to enable them to do the best work they can. Break into groups and display a prepared flip chart with the words, *resources* (time, money, resources, materials), *information*, *technology*, and *procedures/systems*. Ask small groups to brainstorm what Claretian could do or what changes could be made to assist them in reaching their goals for customer satisfaction for each category. One person from the group should record on flip chart. Offer examples of each. (30 min.)

Tape each groups ideas on the wall for all to view. While viewing, ask participants to think about what items are immediate, mid-range or long-term goals. As a class, mark each item appropriately. Ask groups to reconvene and ask them to now think of how some of these ideas could feasibly be achieved. (optional) (20 min.)

Report back as a group, and inform group that suggestions will be presented to management (provided that the group agrees). (20 min.)

4. Reflection & Evaluation of Course

Distribute a copy of a program evaluation to each participant. Explain that having just been trained in customer satisfaction, they should now tell us how satisfied they are as customers of this program. Also inform them that their comments and suggestions is extremely important for future training sessions.

Optional Activities

Expectations

"Expectations Fulfilled" p. 91, Even More Games Trainers Play

Customer Service

"How Fast is Fast?" p. 75, Even More Games Trainers Play
"How Good is 99.0%" p. 77, Even More Games Trainers Play
"Know Your Customer" p.81, Even More Games Trainers Play
"The Customer is Always Right" p. 50, Working in Teams
"Mystery Shopping" Tip #2, 101 Games for Trainers
"Standing Around" Tip #10, 101 Games for Trainers
"Customer Questions" Tip #20, 101 Games for Trainers
"Seconds of Fun" Tip #60, 101 Games for Trainers

Managing Conflict

"Communicating About Conflict" p.55, 50 Activities for Team Building
"Team on Team" p.133. 50 Activities for Team Building
"Team Conflict Mode" p. 187, 50 Activities for Team Building
"Garbage Heap" p. 311, Team Games for Trainers

Managing Stress

"Stress" p. 18, Working in Teams
"Stress and Group Values" p.227, Great Games for Trainers
"Stress-tionnaire" p.231, Great Games for Trainers

Teams, Creative Problem Solving

"If Eggs Could Fly" p.p. 209, Encyclopedia of Games
"Joe Doodlebug" p. 63, Even More Games Trainers Play
"Please Pass the Problems" p. 69, Even More Games Trainers Play
"Dealing with Uncomfortable Situations" p. 20, Working in Teams
"Problem Solving" p.30, Working in Teams
"Babel" p. 55, Encyclopedia of Games
"A Class of Their Own" p. 89, Encyclopedia of Games
"Games People Play" p.103, Great Games for Trainers
"Group Roles" p.107 Great Games for Trainers
"Brainstorming Revisited" p.229, Still More Games Trainers Play
"It Really Bugs Me" p. 87, Team Games for Trainers
"Paradigm Shift" p.145, Team Games for Trainers
"Killer Comments" p. 265, Team Games for Trainers

Organizational Change

"Idea-Spurring Questions" p. 59, Even More Games Trainers Play
"Creativity Not Spoken Here" p. 53, Even More Games Trainers Play
"I Wish, I Wish" p.153, Still More Games Trainers Play
"Through the Looking Glass p.3, Team Games for Trainers

Evaluation

"I'm Gonna Write Myself a Letter" p. 99, Even More Games Trainers Play
"Alternative Evaluation" p.15 Great Games for Trainers

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Appendix of Handouts

Personal vs. Organizational Benefits from Customer Satisfaction

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1. **Less Stress**

   Learn to constructively deal with stress, reduce your feelings of stress.

2. **Getting More Done with Fewer People**

   Streamline work to get the job done to handle customers more effectively. Trim unnecessary aspects from your job. Promote and encourage cooperation

3. **More Satisfaction**

   Attract and keep productive people. Make work meaningful. Look at how your job benefits your customer.

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   The customer always comes first. Organizations who satisfy customers survive.

2. **Motivated Teamwork**

   Satisfied customers provide a natural stimulus for needed motivation and teamwork.

3. **Getting the Most for Your Money**

   Customer satisfaction promotes cost effectiveness.

Claretian Customer Service Case Studies

Think about both positive & negative examples of customer service. Examples should not only include "problem" or "pleasant" customers, but also employees who provide good vs. poor customer service within your organization, (no real names please). Now, consider the following questions.

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2. Who was involved?

3. What happened? Include what was said and what steps were taken to deal with the situation.

4. How satisfied was the customer? How did you know?

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5.	Give the reason first	**To save time**
6.	Call anyway	**To reduce tension**
7.	Say specifically what you have done or will do	**To show sincere interest**

Cooperation Techniques Exercise

Instructions: Rewrite the following phrases with the techniques highlighted in bold print.

1. Use "I will ..."

a) "I'll try and get that information for you today, but it may take me longer."

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b) "I don't know but I can try.'_____

2. Use "Will you..."

a) "I wasn't there when that happened. They should have given you the information."

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b) "You have to call us before Friday."_____

3. Use "You can..."

a) "We don't have that information. You have to call Central Services."_____

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b) "There is nothing I can do. You have to talk to my supervisor." _____

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4. Give the reason first

a) You should have brought in that document. We can't process your request without it."

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b) "We can't give your new identification number over the phone. We have to mail it to you. We have to protect your account." _____

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5. Call Anyway

a) How does it waste your time when you wait and don't call with negative news?

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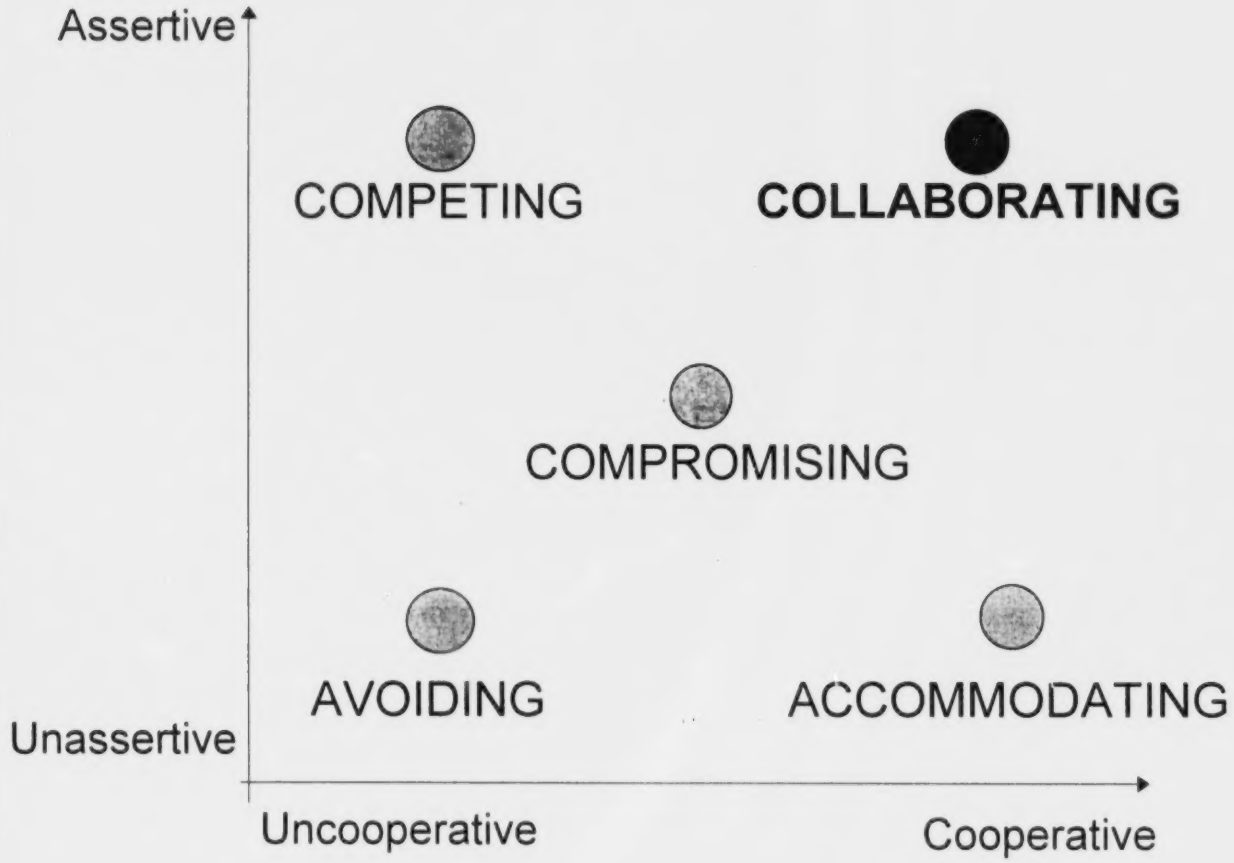
b) Why do people appreciate knowing negative news rather than not hearing anything?

CONFLICT MANAGEMENT STYLES



BASICS OF WORKING RELATIONSHIPS

Be unconditionally constructive:

- Balance emotion with reason
- Learn how others see things
- Always consult others before deciding
- Listen
- Be WHOLLY TRUSTWORTHY but not WHOLLY TRUSTING
- Deal seriously with those with whom you differ

Adapted from *GETTING TOGETHER* by Fisher and Brown (1988)

TEAM BRAINSTORMING

FOR PROBLEM SOLVING

Making the Most out of the Creativity and Experience of Workers, Stewards and Supervisors

The first step in conflict management is for the workers, steward and supervisor to recognize that there is a problem. Then, the parties investigate the problem -- interviewing everybody who is involved, using effective communication skills. The next step is problem solving -- coming up with different ideas for how the problem can be solved. A good procedure for coming up with creative ideas for solving a problem is TEAM BRAINSTORMING. The team is made up of workers, the steward and the supervisor. The objective is for them to find a joint solution to a problem. Brainstorming is a very particular kind of process. If done right, it can provide creative solutions to shopfloor problems.

BRAINSTORMING GUIDELINES:

Following are some helpful guidelines to apply to your brainstorming sessions. Remember, the main idea is to let everybody contribute their ideas for a solution, no matter how crazy or impractical the idea might be. If the team listens to everybody, an atmosphere of trust will be created and people will feel more free to try different ideas.

1. There should be a **focus question.** This is the key question the team members are trying to answer. The question could be, for example, "What are the options for how we can solve this problem?"

2. A recorder should **write down the question** on the board or flip chart paper for all to see.

3. All members of problem solving team should **toss out as many ideas as possible.**

4. **All ideas should be written down and accepted** by team members, even if they sound impractical.

5. As ideas are given out by team participants and written down by the recorder, everybody should **avoid editing, criticizing or evaluating suggestions until the process is done.**

6. Team members build on each others' ideas. This triggers new thoughts which **helps people use their imaginations.**